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THE
SCHOOL OF INDUSTRY,

AT

NEW-HARMONY, STATE OF INDIANA,

AND

MADAME MARIA DUCLOS FRETAGEOT;

A LETTER

TO

MR. WILLIAM MACLURE.

BY F. A. ISMAR.

SINE IRA ET ONDIO!

Corn. Tacitus.

PRINTED FOR THE AUTHOR.

.....
1830.

Mr. F. A. Ismar, in folder.

ANIMULIOO
JOLLILOO
M YRA 98LL

TO THE READER!

The circumstance of my being a foreigner will serve to excuse the many inaccuracies in my language; and as an excuse for not always treating the subject seriously I say with Juvenal:

Who could avoid making it satirical?

F. A. I.

LETTER

TO

MR. WILLIAM MACLURE,

AT MEXICO,

CONCERNING THE STATE OF HIS SCHOOL OF INDUSTRY AT
NEW-HARMONY, STATE OF INDIANA.

NEW-HARMONY, MARCH 5TH, 1830.

WHEN I left you in Mexico, ~~to order to go to New-Harmony, for the purpose of obtaining the assistance necessary to the establishment of a School of Industry and Agriculture in Spanish America, and thus to endeavor to forward your object as well as my own,~~ you gave me a written explanation of your wishes, from which the following is an extract.

“There is a certain prejudice in all countries against every thing new; for all those, who are well off under the old, are opposed to every change, fearing that their sum of the good things may not be so large under the new system as under the old. You will therefore have confidence in what *you see*, not in what *you hear*, either about the character of the School at New-Harmony, or any of the teachers. The most of those who pretend to be friends are jealous of our success; while those from ignorance and bigotry are enemies for the love of God and the Christian religion; supposing by destroying an establishment not founded on the salvation of souls, is serving the Lord, and from the simple deduction common with the superstitious, benefiting mankind. When you are at the school *examine you all things and convince yourself; form your judgment accordingly.*”

I have followed your advice in every respect. I never allowed myself to be led by any thing I heard in New Orleans against your Institution, and the manner in which it was conducted; but always answered that I would see, examine and judge for myself. From the letter which I wrote you at that time, you would learn that I was taken ill at New Orleans and set off for New Harmony before I recovered.

As I was unable to leave the house, I had to confine my observations to Mde. Fretageot's sitting room. I was told in New Orleans that there were only three scholars and that they ran about in the fields and woods and played all sorts of pranks. I found *ten* of them who regularly entered and left Madame's room, for the purpose, as she said, of going to their lessons or work. Justice obliged me to remark the falsehood of the New Orleans reports, and with regard to other such I observed the old maxim of believing all those to be good, which have not been proved to be bad.

Since that I have examined your establishment in detail with the greatest attention. As long as my opinion about it was unformed, I avoided all communication with those whom I believed opposed to it, even with your brother. However, before I proceed to give you an account of the state of your *School of Industry* and of my opinion concerning it, allow me to recall to your recollection what we fixed as a rule in talking of schools in general when in Mexico.

The present generation is **unhappy**. We ought therefore to endeavor to give posterity the means of rendering themselves less so. What was the cause of that unhappiness? Ignorance and all its consequences so hurtful to this state, because it gave the aristocracy and the clergy the means of oppressing and deceiving the people. Many true friends to mankind have discovered and attempted to remove this evil; but many have only made a pretence of doing so; feigned philanthropy, because it was popular and likely to forward their own interests. Very unlike the Helvetian philanthropist Fellenburg, who makes every thing subservient to the advancement of his noble purpose in life, without regard to his personal aggrandizement.—There are few, who having the power to tyrannize over the people, can forbear exercising that authority, though at the

same time they profess their wish to instruct them. Others, really desirous of benefiting the people, are unable or unwilling to descend from their high estate and examine for themselves. Many plans, which appear excellent in theory are, therefore, found defective or even hurtful in practice; and thus many democratic *enthusiasts* under the pretence of teaching the people their own power and how to use it, do more harm than good; ay, *they* are the very ones to arm the priesthood and the aristocracy against them. On the contrary, many principles have been damned at once merely because these pseudo-philanthropists explained and applied them wrong. Had it not been for such people the voice of hypocrisy, which proclaims *ignorance necessary to the peace and happiness of the people*, would have been silenced long ago. What can we do now to make the people sensible of their rights to freedom and happiness?

Let us counsel them to action, let us exercise their hands, enlighten their understanding and ennoble their hearts, that they may love and *practise* virtue. Let us lay before them their abilities and necessities, lessen their labor by early exertion, and thus ensure to them physical subsistence, along with mental and moral improvement.

To this end let us take the poor neglected children of the lower classes at an early age, when they are still capable of receiving good impressions, and let us try what we can do with them! Let us, particularly in the United States, combine Schools of Agriculture and Industry, and make all without distinction good **agriculturists**. Thus we shall obtain a solid basis, and be enabled even at the very commencement to provide the food and part of the clothing, necessary for them and ourselves. Farther, we shall lay the best foundation to a good education; for every one knows the effect of agriculture in civilizing mankind. At the same time it offers such a variety of occupation, that persons of every age may be effectively engaged according to their health, strength and capacity. Instruction ought to be confined to what is really useful: Reading, Writing, Arithmetic, the elements of Geometry, as introductory to land surveying, and Architectural Drawing, which for many branches of industry would be of infinite service; Natural History, (not as a learned system, but as an useful accompaniment to agriculture and the arts;) Drawing and Music,

(particularly singing) as a means of giving a polish to education. At a more advanced age, when the years have developed the powers, every pupil should be made master of at least one mechanical art. And the peculiar talents of each ought to be particularly cultivated without reference to birth or fortune.

Our opinions upon these points corresponded exactly, when I agreed to your proposal to visit New-Harmony and remain there some time in order to obtain the necessary assistance for establishing schools in Spanish America. It was this similarity in our views which principally induced me to accede to your proposal. I therefore left Mexico on the 21st November, 1829, and began a journey neither devoid of difficulty nor danger to Tampico in order to go to New-Harmony by way of New-Orleans. I informed you what I learned in the capital of Louisiana; but I did not allow myself to judge by reports. I promised to give you a faithful account of the state in which I found your School of Industry at New-Harmony, and I consider myself not only *permitted*, but *bound* to make that statement public.

Your situation in the United States, where you have to oppose aristocrats and priests, and where you are known to do so, must render it necessary for you to avoid any thing in your Institution which could throw suspicion on your motives, and ought to induce you to be consistent in your actions and professions. It was not sufficient for you to give money and good wishes alone. You should choose your assistants, ought yourself to set the work in operation, and not put your capital into the hands of others and merely require the interest (be it money, self-approbation, or the approbation of the world) like a rich man whose funds increase while he sleeps. You will doubtless be much surprised to hear that any one should blame you, considering the disinterested manner in which you founded your School; but still more so that *I*, your friend, who sincerely admire and respect you, should declare openly and conscientiously, that unfortunately you deserve this blame by your blind, though among philanthropists not uncommon confidence, and that too without even enjoying the above-mentioned advantage.

When you commenced your Institution, several distinguished men joined it, certainly from a wish to render all

the assistance in their power, and not from selfish motives. You found things in such a state as enabled you to commence and carry on very considerable undertakings. Of these men two are still here: Thomas Say, whose distinguished talents, as long as he continues only to vegetate here, are lost to the world; on account of the manner in which the Institution is conducted; and Lesueur, who has been obliged to occupy himself in a manner unsuitable to his well-known talents, and whose situation for the last year and a half accuses Wm. Maclure of injustice, though his only error is in being too weak to resist certain injurious influence. The charming, useful, and, for America, beautiful property, which the ingenious, theoretical Rapp and the People's friend Robert Owen, sold you, has become an Augean Stable, only distinguished by its disagreeable effluvia. When you purchased part of New-Harmony your intention was, I believe, to benefit the lower classes as much as possible, by establishing a School of Industry, in which the pupils were to be fed, clothed, instructed and educated gratis. You excluded the higher classes, probably because you were not aware, that in order to improve society it is necessary to keep the education of the two extreme classes in view. An axis without poles is nonsense; and if in other places the aristocracy are proud of their asses' skins, they are still more so in free America of their money. There are therefore extremes here as elsewhere, and I think it would be well if they were both modified. And yet we rest contented with poor schools.

You founded an Institution and gave the charge of your personal business and the affairs of the school into the hands of strangers, who composed a community, among whom there were several excellent, but very unbusiness-like men. Their management *is said* not to have been the best; but still it was not the management of *bad men*. You learned from a third person, by whom I was also informed, that this community ran through \$1000 more than your yearly income. You then broke it up and gave the management of your estate and school into the hands of the denunciator. But, my worthy friend, did you examine well whether this Madame Maria Duclos Fretageot, who was so careful about your interest, was not—!—?—how shall I express myself?—was not *mistaken*. There are

some persons who call her conduct not error but something very different, and who think that, considering her former life and her situation in the French police, she was not deserving the confidence you placed in her.

I am far from accusing Mde. Fretageot of things which I know little or nothing about.* But it appears to me, that such a reputation, even if false, ought to have induced you to examine her denunciation; but never, if you regarded your School, to put such person at the head of it. As far as my opinion goes I can only say, that in conversation with Madame Fretageot I have often discovered the most gross contradictions, when she spoke of her transactions in Paris. This is so well known among the pupils, that they make use of the word *slips*, to one another, in her presence, to denote that their *mistress* has again deviated from the truth. But let us return to your School of Industry.

I arrived, as I told you already, at Harmony in ill health. You may be sure I could not observe much in the two rooms to which I was confined, but still it was enough to ascertain, in some measure, the character of the mistress of the Institution, which was my main object. The boys came and went regularly, as Madame Fretageot said, from and to their lessons and work. Of course I could not help remarking the rude and vulgar behaviour of a lady, who pretended to have frequented the first circles and best society in Paris: how could I possibly avoid observing before I had been half a day there, that her favorite terms of endearment to her pupils were: *bête*, *béton*, *grosse bête*,† etc; and that she did many things which decorum does not permit even in an antiquated beauty, besides many vulgarities, which it would be vulgar to repeat. But all this does not signify, because she might be a very good, though a vulgar woman; but the head of a school ought not only to be a good woman, but a person of polite manners. Madame Fretageot seems to think that liberality consists in the most vulgar rudeness; but I conceive that a person may be, as you my friend are, a very liberal man and yet possess urbanity

* With regard to her being an agent in the secret police in France, I shall soon be able, by means of documents, to prove either her innocence or her guilt, and I shall place these proofs before the American public, who must be inimical to all the proceedings of a Spy.

† Booby; animal; great booby.

and politeness. I also witnessed the dismissal of James Bennett, whom Madame Fretageot sent away on account of his following her *favorite* agent A. W*** into the cellar, as the boy has often seen his schoolfellow Achille Fretageot do, in order to get a couple of apples. The true history of this I learnt afterwards, for the *Restorer of the American Nation*, with her usual regard for truth, deviated a little from the straight road in her relation of the circumstance to me. The boy found a situation the same day in Mr. Moffet's store. As he had had the charge of the printing office, the Disseminator now got into great disorder. The first number, which should have appeared on the 16th of January, was not ready for the press on the 24th, and so with the following numbers, till the day before yesterday; and thus this valuable production was for a while lost to the world, because J. Bennett followed A. W***, Madame Fretageot's man of business, into the cellar and asked him, probably in rather an improper manner, for a couple of apples.

In the mean time I became convalescent, and, not wishing to be idle, I occupied myself in the manner, which I believed would best forward the object which you and I intended this journey should do. You wrote to Madame Fretageot and desired her to render me every assistance in her power in the printing office, where I had an object equally important for you and myself. I must confess she never said any thing to prevent me; on the contrary she always promised every thing, which I requested, but in reality she threw so many obstacles in my way, that I am this day no nearer our object than I was when I arrived in New Orleans. But I shall speak of this in another place, for I shall go more into detail after relating what is the aspect of the School of Industry.

To make the whole clear from beginning to end in a few words, I must explain to you that the accounts which you have received for the last year and a half since you have been in Mexico, are untrue, as not a single word of what you told and wrote me proves on examination to be consistent with facts. If there were the least shadow of *education* in your Institution I should blame you for not making instruction subservient to education and for not making the mechanical arts assist the instruction; otherwise you would

make three separate if not opposite institutions. But the pupils really receive no education in your establishment, unless Madame Fretageot's favorite terms: *bête, grosse bête*, etc., may be considered as such, or the half masculine, half feminine compliment, which she made to Zavala in my presence. If you see the boys alone, which is generally the case, as Madame deems all charge of them unnecessary, you hear the most indecent jokes and most vulgar oaths. The greatest part of them are under restraint in her presence; but if, as happened in the time of the pupil Mumford, who has since left, a spirit of discontent was observable, Madame cunningly invited them into her room and regaled them with cider, something good to eat, and related anecdotes, which pleased them so well that they only whispered "*slips*" every two or three minutes.

Walk into the eating room at 9 o'clock in the morning. What a sight the table presents? At one end a disgusting dish of potatoes left from the former meal mashed up with sour milk, which had been creamed for Madame's coffee; at the other end you see the grown boys drinking coffee and eating bread and meat. But why this difference? The elder boys probably have the hardest work? On the contrary, the younger boys have all the chopping, sawing and splitting of the wood for the house, whereas the elder boys only set types.

Let us go at 5 o'clock to dinner, which consists all the year round of salt pork and potatoes. The table cloth and plates are dirty, you hear every boy eating twenty steps off, as he learnt from Madame in her room. The whole care that is taken of the boys is to prevent them from snatching the victuals from one another's mouths; but no one tells them to eat with their fork instead of their fingers, or that personal cleanliness is a virtue. I must tell you, by the way, that several pupils, among the rest José Lopez, from Mexico, Manuel Zavala from Real del Monte, and James Fisher after repeated remarks had to cut their hair to get rid of the vermin. You told me, *you* always ate with the pupils during your residence in Harmony, where, according to a letter which you wrote to Miss —, there is no harmony. Why does not the head of the Institution do so too, and thus produce order and good breeding among the pupils. Are the poor fellows too much beneath her?

That would be singular indeed; ~~the poor children are free; whereas Madame's messengers in the house of the well-known Madame de B—, in Paris, whose sempstress she was, were servants.~~ Is this the way to improve youth and to rid it of prejudice? Surely not, unless Madame Fretageot has discovered an educating machine, which works secretly and for which she means to take out letters patent. But any one who will take the trouble to examine the Institution for some days, as I have done for some months, will find that this machine has not the desired effect.

Madame Fretageot's son Achille is a specimen of her abilities in educating. I presume you have already heard of the tricks which he played in New Orleans, where he told one of your friends, who, I have no doubt, will have no objection to repeat it, that his mother *abandoned* (not left) him at the age of nine years to go to America, whither he only followed four years ago. As the son of the principal, who tries by word and deed to show that she is the proprietor, he considered himself entitled to privileges which I for one did not choose to grant him; during Mr. Lesuer's drawing lesson the boy became so insolent, that when I told him that he ought to take better care of your property, (it was the model which he was copying,) he made use of abusive language. His mother said nothing to *him*, but told *me*, as she was incapable of managing him, that I should give him a good box on the ear. This I was *forced* to do the very next day; and Madame Fretageot saw no other resource, as she could not get rid of me, than to send her son to Mr. Locke's school at Cincinnati, in order to receive a better education than she was capable of giving him. But how can any one trust a teacher who is incapable of educating her own son; who coaxes the elder boys with cider, anecdotes and her rude example, and who terrifies the younger ones with the rod.

I shall therefore say no more about education but proceed to instruction. I am sorry to be able to give no better account of it than of the education. I am sadly afraid that you have been bamboozled, as well as I. You assured me that I should find in Madame Fretageot the inventor of a superior system for teaching mathematics, and the pupil of Henry Pestalozzi, the Swiss philanthropist. But Madame being aware, that few of Pestalozzi's early pupils were un-

known to me, acknowledged that she was only acquainted with Pestalozzi by hearsay. Her celebrated method is an improvement on the plan of demonstrating size and number to the senses, and was introduced by Wm. Phiquepal and only lately brought into notice by a pamphlet, as I am informed in a letter from a friend of mine. Madame when pressed by unanswerable facts, confessed that she learned all she knows on this head from Mr. Phiquepal; but it is very little. She is always talking to you about her knowledge of mathematics: and in what does it consist? In knowing the four first rules in arithmetic, in being able to multiply a number by itself, and in measuring angles with good instruments: An exemplification of the ancient proverb: *ex ungue leonem*. Before her son went to Cincinnati to be educated she went through the four first rules with him according to her method. Both scholar and mistress multiplied the sum 73,291 in their heads, and as Madame had always maintained that her's was the quickest possible method, I multiplied it myself on paper. I began after them and finished before them. I remarked this to Mde. and she exclaimed: "*O! that is easily explained! you made use of algebra.*" That is as much as to say, if I understand the learned Lady correctly, that I converted 73,291 into $a+b$, etc. and multiplied by $a+b$ to obtain the product $a^2+2ab+b^2$, which I again had to convert into the number 534,257,631. That would be indeed ~~supposing the crooked line to be~~ the shortest way ~~from one point to another~~. Upon the whole though, I must confess that Mr. Phiquepal's method, if the teacher himself knows it and is able to instruct upon that plan, is highly useful for children, and *he* does not pretend that it should do more.

It would carry me too far if I were to bring forward examples to prove that this learned woman presents to the observer not a few monstrosities in the developement of her learned, because obscure logic, and of her *very evident* morals. You also told me, that Madame Fretageot gave lessons herself in French and mathematics, and superintended all the other instruction. Since I have been here and, as Madame confesses, for the last year, she has given no lessons at all; and I can prove by the testimony of teachers, who had been more than half a year with her, that during that period she only gave P*****, formerly a pupil, but

now in pay and service, *two* mathematical lessons, and to the others in all twenty French lessons, just about enough to teach her favorite expressions. Still worse, she forbid one of the teachers, Mr. C****, from giving them instruction in Arithmetic, though he offered to do it for nothing, because many of the grown pupils who felt the necessity of it had requested him to do so.

Since your absence, the teachers who have been here are as follows:

(A.) Mr. C*****. He was able to hold out with the principal for some time. It is a pity for the well-being of nations that great geniuses are generally bad teachers, as the progress of the few pupils in your School proves to be the case. After C's departure, all instruction was set aside for two or three months.

(B.) Miss C***** T*****, the daughter of a talented engraver was the next, and your whole favorite School colored engravings most sublimely. The engravings for *Michaux's Silva Americana*, the copyright of which you bought, were colored by P*****, admirably true to nature; but I do not understand why Madame did not turn his ability to better account by coloring children's picture books, which might have brought in a tolerable profit. While the coloring genius of the pupils was thus expanding, of course their other acquirements were left to their fate. But all pedagogical revolutionists have their sublime views of things, which men of mere common sense cannot comprehend. In the mean time Miss T's reign came in three months to an end.

(C.) Mrs. T. G. C**** gave instruction in music and drawing and held out for seven months, but at the expiration of that period she left the establishment, because she found it necessary either to educate the mistress herself or to manage the pupils according to that Lady's method, neither of which she chose to do.

(D.) Mr. T. G. C**** gave lessons in reading, writing, natural philosophy, &c. But he had only the good fortune to remain eight months, for he took upon himself, as I mentioned before, to teach what Madame would not teach because she probably considered herself too great an adept to demean herself by teaching children.

(E.) In the same time a young and well informed En-

glishman, Mr. —, whose remittance had not been punctual, gave instruction in reading, merely to enjoy the above-mentioned fare, without farther pay, for three weeks.

After these teachers left, there were seven months of spiritual famine in the School of Harmony, like the seven years of famine in Egypt, until, like Pharoah, Mde. Fretageot exalted her chancellor to be director and inspector of the School. A. W*** has now been teaching the pupils reading, writing, arithmetic, geography, while the too obliging Lesuer gives lessons in drawing. W's situation is worthy of farther remark. This young man was a pupil when you left, but thanks to his education he is now a great scholar: that is he can read tolerably well, write tolerably ill, and has got as far as the rule of three in arithmetic. He teaches as well as his abilities allow. He is the man of business and supplies the place of old Mr. G**, who managed your affairs, when you left. This leaves Mde. Fretageot more at liberty to act as she chooses. It is a pity that he should lose so much valuable time in helping to waste your property and in acquiring deservedly or undeservedly a name, which is so despicable that even a rascal would blush to bear it: that of a m———y lover of Madame, who does not attempt to conceal even the appearance of it. ~~I have myself been several times with W*** and P***** in her chamber, which communicates immediately with W's sleeping room, and found her walking about (hony soit qui mal y pense!) in her chemise; she continued to dress without being at all incommoded by our presence: several have experienced the same peculiarly good fortune.~~ The tittle-tattle of the tea parties was for a long time sure to be about Mde. Fretageot; but people now have ceased to wonder at her strange conduct. It is impossible to discover as yet what is true and what is false, in all that I hear about her. But how can you suppose that respectable and conscientious parents should send their sons to an institution, the head of which is charged *truly* or *falsely* with taking advantage of inexperienced youth?

I shall now proceed to give you a list of the lessons of the pupils. In the morning, from 6 to half past 6, geography, of which neither master nor scholars know any thing; from half past 6 to 7 writing, both lessons by A. W***. From 7 to 9 drawing by Mr. Lesuer, who has no command

I have myself been several times with others in the case to observe that the manager of your school is a woman without propriety.

over the children. Their progress is in consequence small. Madame declares they draw admirably from nature; but blames Lesuer for not being able to keep them in order. I thought so myself at first, and wrote to you that this was Lesuer's fault; however, what I mentioned above will explain to you, *why* my views are changed. In the evening, from 5 to 7, reading and arithmetic, by Mr. W* * *, completes the day. Let us now examine what the children know. *To ascertain this you ought to go, during their lessons, unexpectedly, and examine them yourself.* There you find one boy, John McCulloch, 14 years of age, who can read and count better than his teacher; but who knew still more 15 months ago when he came to the Institution. Of the rest, Lyman Lyons, 18 years of age, reads tolerably, is in arithmetic as far as subtraction, writes, as they all do, badly; but makes very considerable progress in drawing. James Webster, 18 years of age, who has been 7 months in the Institution, chops wood and sometimes goes twice a day to bring timber 5 miles distant; he can read tolerably and is in hopes, some time soon, to learn arithmetic. Madison has talents for drawing, but is too self-willed to attend to his teacher. His self-will is strengthened by Mde. Fretageot's mode of (non) education, and he has learned nothing but writing ill and reading. Madame's two nephews, Peter and Victor Duclos, are equally ignorant with the rest; only that the first promises to draw landscapes well; he possesses talents and a desire to improve. James Fisher, a boy 9 years of age, is employed as scullion, and promises to make great progress *backwards* in cleanliness. The two Mexicans, Lopez and Zavala, have been two years here, have learned to speak English; the former has forgotten his mother tongue partly, and the latter entirely. They both write, but they have the misfortune in common with Victor Duclos, only to be able to imitate the letters, without knowing their names. Lopez, who is 14, will soon begin to learn arithmetic. It is supposed to be a couple of years too soon yet for Zavala, who is 9 years of age.

You see that the instruction of the pupils is nearly as much neglected as their education. But you must not suppose that these lessons are given regularly, as chopping wood for Madame generally interrupts some of their lessons dai-

ly. Let us now examine what arts they learn in the School of Industry. I expected to see a variety of trades taught so as to make the school support itself. But I was mistaken, for I only found Mr. Beal, a carpenter, who, since Achille Fretagoet's departure, has two boys under his charge: Victor Duclos and Lopez, who have besides to chop wood. They look on while their master makes some repairs in your houses, and assist in carrying wood, stones, the tools, &c. Mr. Beal would willingly teach, but what is he to employ them at in order to make good carpenters of them? The printing on the contrary is the chief thing. For some days past there has been a good compositor, who will remain as long as he sees, hears and says nothing about the establishment. He sets the types for your journal of useful knowledge, the *Disseminator*, and since his arrival every thing goes very well in the printing office. He has three of the eldest pupils under his care, who set types and run about the building. You wished to have some school books printed in Spanish, and you wrote to inform Madame of it. But your agent did not think proper to second your wish. I shall say nothing about the printing office, but give you some idea of the state of the *Disseminator*. You told me, that in 1829 there were 200 subscribers; but you were deceived, for there were only 20; I sent you a list of them in my last letter. This year there are 12, not on account of Madame's reputation, but because the journal is conducted as follows:

Since January, 1828, it contains nothing but a few geometrical problems, which none of the scholars understand; extracts from English and American journals, which almost every one possesses; Mirabaud's System of Nature, which was translated into English ten years ago, and which, since the 10th of March, 1828, or in other words since the 5th number of that year, has occupied all the succeeding numbers and continues to occupy them this year. Your political views and letters from Mexico constitute another permanent article. Concerning the first I shall say nothing; but, with regard to the second, you certainly appear to me to have viewed the Mexicans through a camera obscura, which we know alters the perspective. Who would be willing to pay for a paper in which only the title is worthy of attention? Only take the trouble to examine your sub-

scription list. So much for your School of Industry. Though, stop! I forgot to mention, that Mr. A. W*** gives the public an opportunity of inhaling his intoxicating gas for six and a fourth cents.

After learning how your School goes on, I should think you would be glad to hear something about its expenses, in order to see whether Madame Fretageot was worthy of the confidence you placed in her, and whether she improved on her predecessors. You know, from what you saw at Fellenberg's, that a School of Industry ought to support itself at first, and afterwards bring in some profits, if it is well managed. You are, probably, already aware that it has not been a means of *increasing* your capital; let us make a calculation, to see whether it has not been a means of *decreasing* it.

I. The clothing, which, at the lowest calculation, costs yearly \$5 for each, makes, including W*** and P*****, who are better clothed than the others, - - - - -	\$ 60
II. You told me that the food costs 3 cents. But as there are, daily, 14 persons who sit down to table, including Madame, the whole will amount to about - - - - -	153 30
III. The expense of books, paper, pens, ink, tools and the like, we shall reckon a year only at - - - - -	60
IV. The gas, and other chemical experiments, have cost, for the last two months, about \$10, and will cost each year - - - - -	50
V. The types destroyed amount to - - - - -	40
VI. The paper for 300 copies of the <i>Disseminator</i> , costs yearly, (at \$3 a ream, without reckoning the carriage) for 15 3/5 reams, - - - - -	46 80
VII. The maid receives yearly, - - - - -	\$ 60
The carpenter, - - - - -	192
The compositor, - - - - -	216
The shoemaker, alias pupil, alias	
colorist, alias engraver, P*****,	60
Mr. Lesueur, - - - - -	120
	828

The expenses of the School, therefore, amount to - - - - - \$1,208 10

H. Ware - - - - - 1208 10

On the other hand, the pupils, along with W*** and P*****, cultivate a field which two men could plough and sow in three days and reap in two. These five days would cost \$10. so that this and the subscription for twelve copies of the *Disseminator*, must be deducted, leaving a loss of \$1.186 10 cts. for this year;—the loss last year was still greater. That the work of the pupils is not worth much, may be inferred from the circumstance of Madame having to pay fifty dollars in produce for a fence, though there were W*** and P*****, both stout young men, and four or five pupils between 15 and 20 years of age, doing little or no good.

You can now judge for yourself from those facts. If you wish to enlighten the people and to make your Institution serve that purpose, you have failed in your object. If you expect it to bring in money, you are again mistaken. What must the people think of your School? That you are liberal in words, but that your actions will benefit the enemies of liberality. This is not true; but most persons will say this to you. Change the management of your School; take it into your own hands; bring together the best teachers and mechanics, and give them suitable salaries, and your Institution will flourish. The products from your fields and your work-shops, will then vie with any in the New Orleans market, and will at least support the School.

You will probably ask, why I make this letter public? It is in order to show the world, that not all who, like Mde. Fretageot, affect liberality, are really liberal; and that it is wrong to refuse liberals our confidence, because there are many pseudo-liberals.

